

# **Pearson Good Habits Great Readers, Grade K ©2007**

**Correlated to**

## **Textbook Alignment to the Utah Kindergarten Language Arts Core**



5910 Rice Creek Pkwy, Suite 1000  
Shoreview, MN 55126

## Textbook Alignment to the Utah Kindergarten Language Arts Core

Instructional Materials Evaluation Criteria (name and grade of the core document used to align) _____ Good Habits Great Readers Shared Reading Teacher's Guide - Grade K _____			
Title ____ Good Habits Great Readers_Shared Reading Teacher's Guide_-Grade K ISBN# 0-7652-8069-8 _____			
Publisher: _____ <i>Pearson Education, Inc., publishing as Celebration Press</i> _____			
Name of Person conducting alignment: ____ Shannon O'Grady, President Bookworks, Santa Fe			
Overall percentage of coverage of the Utah State Core Curriculum: _____ 82 _____ %			
<b>Standard I: Standard 1 (Oral Language): Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.</b>  Percentage of coverage for Standard I: 83%			
<b>Objectives</b>	<b>Indicators</b>	<b>If covered, appropriate page #'s</b>	<b>Comments on coverage</b>
<b>Objective 1:</b> Develop language through listening and speaking.	a. Listen attentively.		Teacher can determine student ability to listen attentively when reading from provided texts/readers in <i>Good Habits Great Readers</i> program.
	b. Listen and demonstrate understanding by responding appropriately (e.g., follow two-step directions).	53, 83, 191, 245, 353, 365, 386	<i>Response Center</i> found throughout Teachers Guide

	c. Speak clearly and audibly with expression in communicating ideas.	38, 50, 62, 126, 128, 146, 158	Can be evaluated by teacher when working on retelling exercises of read text
	d. Speak in complete sentences.	170, 224, 236, 254, 266, 278, 290	Student ability to speak in complete sentences can be determined by teacher while working on retelling activities
<b>Objective 2:</b> Develop language through viewing media and presenting.	a. View a variety of media presentations attentively.	41, 65, 83, 95, 107, 119, 137, 149, 191, 203, 227, 257, 269, 281, 290, 323	
	b. Use a variety of formats (e.g., show and tell, drama, sharing of books) in presenting with various forms of media.	N/A	
<b>Standard II (Concepts of Print): Students develop an understanding of how printed language works.</b>			
Percentage of coverage for Standard II: 100%			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
<b>Objective 1:</b> Demonstrate an understanding that print carries "the" message.	a. Recognize that print carries different messages.	44, 284	
	b. Identify messages in common environmental print (e.g., signs, boxes, wrappers).	32	
<b>Objective 2:</b> Demonstrate knowledge of elements of print within a text.	a. Identify front/back, top/bottom, left/right of text/book.	42, 86, 98, 272, 338, 368	

	b. Discriminate between upper- and lower-case letters, numbers, and words in text.	68	
	c. Show the sequence of print by pointing left to right with return sweep.	122, 152	
	d. Identify where text begins and ends on a page.	86, 98, 272, 338	
	e. Identify punctuation in text (i.e., periods, question marks, exclamation points).	194, 230, 248, 260	
<b>Standard III: (Phonological and Phonemic Awareness): Students develop phonological and phonemic awareness.</b>			
Percentage of coverage for Standard III: 100%			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
<b>Objective 1: Demonstrate phonological awareness.</b>	a. Count the number of words in a sentence.	46	
	b. Identify and create a series of rhyming words orally (e.g., cat, bat, sat, ____).	58, 70, 112, 142, 166	
	c. Recognize words beginning with the same initial sound in an alliterative phrase or sentence (e.g., Six snakes sold snacks and sodas.).	206	
<b>Objective 2: Recognize like and unlike word parts (oddity tasks).</b>	a. Identify the word that does not rhyme in a series of words (e.g., bat, cat, sat, pig).	70	

	b. Identify the words with same beginning consonant sound in a series of words (e.g., man, sat, sick) and ending consonant sound (e.g., man, sat, then).	220, 232, 250, 262, 274, 286, 304, 316, 340, 394	
<b>Objective 3: Orally blend word parts (blending).</b>	a. Blend syllables to make words (e.g., /ta/.../ble/, table).	100, 196	
	b. Blend onset and rimes to make words (e.g., /p/.../an/, pan).	250	
	c. Blend individual phonemes to make words (e.g., /s/.../a/.../t/, sat).	262, 274, 286, 328	
<b>Objective 4: Orally segment words into word parts (segmenting).</b>	a. Segment words into syllables (e.g., table, /ta/.../ble/).	46	
	b. Segment words into onset and rime (e.g., pan, /p/...an).	250	
	c. Segment words into individual phonemes (e.g., sat, /s/.../a/.../t/).	316, 358	
<b>Objective 5: Orally manipulate phonemes in words and syllables (manipulation).</b>	a. Substitute initial sound (e.g., replace the first sound in mat to /s/, say sat).	382, 394	
	b. Substitute initial sound to create new words (e.g., replace the first sound in mat with letters of the alphabet).	382, 394	

**Standard IV (Phonics and Spelling): Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.**

Percentage of coverage for Standard IV: 66%

Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
<b>Objective 1:</b> Demonstrate an understanding of the relationship between letters and sounds.	<b>a.</b> Name all upper- and lower-case letters of the alphabet in random order.	58, 70, 88, 100, 112, 124, 154, 178, 208	
	<b>b.</b> Match consonant and short vowel sounds to the correct letter.	(a) 323, 328, 386; (e) 386, 394; (i) 323, 358, 370, 382, 386; (o) 353, 382; (u) 340, 353	
	<b>c.</b> Blend simple cvc sounds into one-syllable words.	262, 274, 286, 328	
<b>Objective 2:</b> Use knowledge of structural analysis to decode words.	See 1 <sup>st</sup> and 2 <sup>nd</sup> grades		
<b>Objective 3:</b> Spell words correctly.	<b>a.</b> Hear and write letters to represent single sounds in words.	(a, b, t) 53, 58; (c, d, e) 83, 88; (e, f, g) 107, 112; (i, j, k) 95, 100; (l, p, r) 119, 124; (m, n, h) 65, 70; (o, q, s) 173, 178; (u, v, w) 149, 154; (x, y, z) 203, 208	
	<b>b.</b> Spell a small number of grade level words (e.g., you, the, to, is).	30, 42, 54, 66, 84, 96, 108	Taught through high-frequency words
	<b>c.</b> Spell first name correctly.	36	
<b>Objective 4:</b> Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association).	<b>a.</b> Use knowledge about spelling to predict the spelling of new words.	N/A	

	b. Associate the spelling of new words with that of known words.	N/A	
<b>Standard V (Fluency): Students develop reading fluency to read aloud grade level text</b>			
Percentage of coverage for Standard V: 75%			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
<b>Objective 1:</b> Read aloud grade level text with appropriate speed and accuracy.	a. Read alphabet letters in random order with automaticity.	30, 42, 54, 66, 84, 96, 108, 120, 138, 150, 162, 173-174, 178, 192, 204, 216, 228, 246, 258, 270, 282, 300, 312, 324, 366, 378, 390	Each letter of the alphabet is read and reinforced through the teaching of high-frequency words
	b. Read numerals from zero to ten in random order with automaticity.	N/A	
<b>Objective 2:</b> Read aloud grade level text effortlessly with clarity.	a. Use appropriate intonation and expression during unison oral reading with the teacher.	146, 158, 170, 182, 200, 212, 224, 236, 254, 266, 278, 290, 308, 320, 362, 374	
	b. Read with automaticity approximately 25 high-frequency/sight words.	146, 158, 170, 182, 200, 212, 224, 236, 254, 266, 278, 290, 308, 320, 362, 374	Opportunities through guided readings found throughout text
<b>Standard VI Standard 6 (Vocabulary): Students learn and use grade level vocabulary to increase understanding and read fluently.</b>			
Percentage of coverage for Standard VI: 66%			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
<b>Objective 1:</b> Learn new words through listening and reading widely.	a. Use new vocabulary learned by listening, reading, and discussing a variety of genres.	30, 42, 54, 66, 84, 96, 108, 120, 138, 150, 162, 173, 174, 178, 192, 204, 216, 228, 246, 258, 270, 282, 300, 312, 314, 324, 366, 378, 390	

	b. Learn the meaning of a variety of grade level words (e.g., words from literature, social studies, science, math).	36, 48, 60, 72, 90, 102, 114, 126, 144, 156168, 180, 198, 210, 234, 252, 264, 276, 288, 306, 318, 330, 342, 360, 372, 384, 396	
	c. Use resources to learn new words by relating them to known words (e.g., books, charts, word walls).	36, 48, 60, 72, 90, 102, 114, 126, 144, 156168, 180, 198, 210, 234, 252, 264, 276, 288, 306, 318, 330, 342, 360, 372, 384, 396	
<b>Objective 2:</b> Use multiple resources to learn new words by relating them to known words and/or concepts.	See second, third, fourth, fifth, and sixth grades.		
<b>Objective 3:</b> Use structural analysis and context clues to determine meanings of words.	a. Identify meanings of words by looking at the root word and using known endings (e.g., car, cars; jump, jumped, jumping).	N/A	
	b. Monitor reading using context to explain the meanings of unknown key words from text read aloud.	314	
<b>Standard VII (Comprehension): Students understand, interpret, and analyze narrative and informational grade level text.</b>			
Percentage of coverage for Standard VII: 92%			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
<b>Objective 1:</b> Identify purposes of text.	a. Discuss purpose for reading.	366, 368	
	b. Discuss author's purpose.	222, 354, 356, 368	



<b>Objective 2: Apply strategies to comprehend text.</b>	<b>a.</b> Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).	278, 290	
	<b>b.</b> Ask questions about text.	102, 104, 252, 324, 330, 332	
	<b>c.</b> Make predictions using picture clues, title, and prior knowledge.	54, 66, 84, 86, 92, 100, 108, 138, 150, 162, 258	
	<b>d.</b> Make inferences and draw conclusions from text.	140, 144, 178, 180, 228, 234, 236, 260, 324, 332	Making inferences can be achieved through various comprehension strategies found throughout text
	<b>e.</b> Retell identifying key ideas.	50, 62, 74, 92, 104, 116, 128, 146, 158, 170, 224, 236, 254, 266, 278, 290, 308, 320, 374	
	<b>f.</b> Compile information from text.	N/A	
<b>Objective 3: Recognize and use features of narrative and informational text.</b>	<b>a.</b> Identify beginning, middle, and ending of text.	146, 158	
	<b>b.</b> View a variety of simple genres: nursery rhymes, fairy tales, poems, realistic fiction, fantasy.	30, 42, 54, 66, 84, 96, 108, 120, 138, 150, 162, 173, 174, 178, 192, 204, 216, 228, 246, 258, 270, 282, 300, 312, 314, 324, 366, 378, 390	
	<b>c.</b> Identify information from pictures.	88, 90, 98, 110, 122, 152, 164, 166, 191, 236, 258, 290, 302, 308, 326, 328	
	<b>d.</b> Recognize information as real/make believe.	228, 378, 380, 382	
	<b>e.</b> View a variety of informational texts (e.g., pictures books).	96, 208, 120, 150, 162, 246, 248, 262, 270, 282, 312, 366, 370	

Standard VIII: (Writing): Students write daily to communicate effectively for a variety of purposes and audiences.			
Percentage of coverage for Standard VII: 66%			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
<b>Objective 1:</b> Prepare to write by gathering and organizing information and ideas (pre-writing).	<b>a.</b> Generate ideas for writing by listening, talking, drawing, looking at literature and informational text, being read to, and reflecting on personal experiences.	29, 41, 95, 107, 137, 149, 161, 173, 215, 269, 323, 335, 353, 377	
	<b>b.</b> Select topics from generated ideas.	149, 215, 323, 353, 335	
<b>Objective 2:</b> Compose a written draft.	<b>a.</b> Draft ideas on paper, utilizing pictures with labels/words.	29, 41, 95, 107, 137, 149, 161, 173, 215, 269, 323, 335, 353, 377	
	<b>b.</b> Select appropriate words to convey meaning.	29, 41, 95, 107, 137, 149, 161, 173, 215, 269, 323, 335, 353, 377	
<b>Objective 3:</b> Revise by elaborating and clarifying a written draft.	See first, second, third, fourth, fifth, and sixth grades.		
<b>Objective 4:</b> Edit written draft for conventions.	<b>a.</b> Edit writing of first name for appropriate capital and lower-case letters.	N/A	
	<b>b.</b> Edit writing for the spelling of a key word.	N/A	
<b>Objective 5:</b> Use fluent and legible handwriting to communicate.	<b>a.</b> Print all upper- and lower-case letters of the alphabet and numerals 0-9 using proper form, proportions, and spacing.	29, 41, 95, 107, 137, 149, 161, 173, 215, 269, 323, 335, 353, 377	Opportunities through <i>Writing Center Activities</i>

	b. Write with increasing fluency in forming manuscript letters and numerals.	N/A	
	c. Write name legibly using correct manuscript form.	N/A	
<b>Objective 6:</b> Write in different forms and genres.	a. Produce personal writing (e.g., All About Me books, notes).	173	
	b. Produce traditional and imaginative stories, narrative and formula poetry as a shared writing activity.	161, 269, 353	
	c. Produce functional text (e.g., ABC books, labels, signs).	41	
	d. Share illustrations and writing with others.	29, 41, 95, 107, 137, 149, 161, 173, 215, 269, 323, 335, 353, 377	
	e. Take part in producing group products. 70	107, 161, 173, 269, 353	



